

กุมภาพันธ์ 2557

1.Title [Salman Khan.](#)

Journal Harvard Business Review. Jan/Feb2014, Vol. 92 Issue 1/2

Abstract An interview with Salman Khan, founder and head of the nonprofit educational website Khan Academy, is presented. Asked what concepts are important for success in the workplace, he says it is critical to view oneself as an agent who is responsible for one's own learning. Other topics include Khan Academy's approach to hiring new employees, the limits of people's attention span, and the differences between for-profit and nonprofit organizations.

Database Business Source Complete

2.Title [Women's Land Rights and Children's Human Capital in Vietnam](#)

Author Nidhiya Menon

Journal World Development Volume 54, February 2014

Abstract Vietnam's 1993 Land Law created a land market by granting households land-use rights which could be exchanged, leased, and mortgaged. Using a matched household sample from Vietnam's 2004 and 2008 Household Living Standards Survey, this study analyzes whether land titling for women led to improvements in child health and education. Results indicate that female-only held land-use rights decreased the incidence of illness among children, increased their health insurance coverage, raised school enrollment, and reallocated household expenditures toward food and away from alcohol and tobacco. These effects were almost all stronger than in households with male-only or jointly-held land-use rights.

Database ScienceDirect

3.Title [Transitions of Innovation Activities in Latecomer Countries: An Exploratory Case Study of South Korea](#)

Author Jae-Yong Choung

Journal World Development Volume 54, February 2014

Abstract The main aim of this study is to explore the diverse route of innovation activities and key characteristics during the transition period of the emerging economies using the analytical

framework of innovation system and product life cycle. Study distinguishes three archetypes of innovation activities: deepening of the process, architectural, and radical innovations. Study also argues that each route of innovation activities in the transition period of the emerging economies requires corresponding institutional frameworks, different base of capabilities, and different relationships among innovation actors to facilitate the transition from imitator to innovator. Finally, some policy implications of this attribute are considered.

Database ScienceDirect

4.Title [In your Facebook: Examining Facebook usage as misbehavior on perceived teacher credibility](#)

Author Jason S. Hutchens | Timothy Hayes

Journal Education and Information Technologies March 2014, Volume 19, Issue 1

Abstract Teachers sometimes do things that negatively impact their own credibility in classroom settings. One way instructors maintain credibility among students is by keeping a veil between their personal and professional personas. The advent of Facebook presents new challenges for instructors seeking to keep their personal lives private in order to maintain credibility among students. In educational settings, Facebook communications can blur the personal and professional boundaries that students and professors are accustomed to. As such, instructors in higher education sometimes struggle with the implications of 'friending' students in the context of social networking. The purpose of this study was to examine whether or not educator usage of Facebook had any impact on student perceptions of instructor credibility. Facebook presence was examined in the context of teacher 'misbehaviors' (that is, actions by educators that negatively impact their credibility). A modified version of Teven and McCroskey's (1997) Source Credibility Instrument was given to a sample of college students (N = 187) to compare instructors that use Facebook with those who do not. While students appear to be generally accepting of instructor usage of the social tool, some findings suggest that there are probably ways to abuse it in a manner that could lead to negative perceptions of credibility. Ultimately, results from this study indicated that there were no significant differences among student perceptions of instructor credibility based on whether or not an educator used Facebook.

Database SpringerLink

5.Title [mLearning: Anytime, anywhere learning transcending the boundaries of the educational box](#)

Author Micah Shippee | Jared Keengwe

Journal Education and Information Technologies March 2014, Volume 19, Issue 1

Abstract In the age of our mobile learning, an impending onus is placed on educational institutions to embrace this technological innovation that is widely accepted, used, and available globally. The clear societal value of mobile technology as a productivity tool for engagement, creation, and collaboration has generated a new need for education to revisit existing instructional paradigms constrained by physical walls and time. Mobile learning (mLearning) creates a venue to promote a culture of participation where learners and leaders alike can engage in combined efforts with multiplicative outcomes of greater success. This article explores the factors that national, state, and local educational organizations must understand in order to make steps toward successful integration of mLearning technology. Characteristics necessary for effective and efficient use of mLearning strategies for educators are also examined.

Database SpringerLink

6.Title [The relationship between university student learning outcomes and participation in social network services, social acceptance and attitude towards school life](#)

Author Sung Youl Park | Seung-Bong Cha | Keol Lim | Seung-Hwa Jung

Journal British Journal of Educational Technology Vol 45 Issue 1

Abstract Educators try to use social network services (SNSs) in their teaching because they are regarded as beneficial to student learning. However, little research to date has empirically investigated whether the use of an SNS increases university student learning outcomes. A total of 730 university students in the capital area of South Korea participated in the present study. Based on social learning theory, we developed a general structural model that included SNS participation (SP) as an exogenous variable and a range of endogenous variables: cognitive domain learning outcomes, affective domain learning outcomes, social domain learning outcomes, social acceptance (SA) and attitude towards university life (AT). The study results confirmed that the model adequately explained causal relationships between student learning outcomes and SA, AT and SP. SA was identified as a key variable because of its direct effect on learning outcomes. However, SP was considered more important because of its large indirect effects on all learning outcomes through both SA and AT.

Database Wiley Online Library

7.Title [A critical cultural inquiry into insider issues in South Korean art education](#)

Author Kyong-Mi Paek

Journal British Journal of Sociology of Education

Abstract Over the past decades, many art advocates have argued for the intrinsic value of learning in the arts. Nevertheless, the arts continue to struggle to find a secure place within the school curriculum. Concerned about the arts' impact on classroom practice, this paper aims to cast light on diverse realities constructed by art teachers as insiders in marginal contexts. This will be done by reviewing a critical cultural inquiry into art education practice in South Korea. Two interpretive analyses of individual teachers' life stories have disclosed the practitioners' relationships to established power dynamics between the dominant practice and a developing alternative practice network within the system. The discussion focuses on the inherent contradictions and opportunities identified within the context of Korean education. This paper provides cultural resources for conscious professional transformation of practitioners and contributes to broader discussions on the socio-educational status of art in education.

Database Taylor & Francis

8.Title [Teaching in the 'margins': rekindling a passion for teaching](#)

Author Glenda McGregor | Martin Mills

Journal British Journal of Sociology of Education Volume 35, Issue 1, 2014

Abstract The data for this paper are drawn from a qualitative research project involving a number of alternative education sites in Australia and the United Kingdom. In this paper, we focus only on the motives and teaching philosophies of a sample of teachers who have chosen to work in alternative education sites despite, for some, the prospect of uncertain employment conditions and lower salaries. A thematic approach is used with the data so as to structure participant perspectives on a range of teaching-related issues. We argue that the experiences and perceptions of these teachers provide a starting point for reflection about the impact of many current educational policies that have been shaped or influenced by market-driven neo-liberal paradigms emphasising disciplinary accountabilities for teachers.

Database Taylor & Francis

9.Title [MOOC postscript](#)

Author Jon Baggaley

Journal Distance Education

Abstract This is a postscript to an article about the evolution of the massive open online course (MOOC). In the brief space of time between the previous article's completion and publication, attitudes to

the MOOC appear to be changing rapidly. The current follow-up discusses the rejection of key MOOC principles by Harvard University and its replacement by small private online courses, not obviously different from the online education offered by distance education institutions since the mid-90s. The article also presents evidence suggesting that the previous widespread acceptance of MOOCs has been more myth than reality.

Database Taylor & Francis

10.Title [Developing Tourism Education Through Social Media](#)

Author M. Nick Hajli | Xiaolin Lin

Journal Tourism Planning & Development

Abstract Tourism is among the industries that are facing increasing challenges. It requires the development of educational systems that need to use more interactive approach through information and communication technologies in order to enhance the quality of learning. The recent development of the Internet along with the emergence of Web 2.0 and the expansion of online communities have persuaded many individuals to become more active on the Internet, forming and maintaining social relationships. They are not passive users searching only for information, but they are also active users who generate content to participate in debates. Networking is now a common strategy among individuals to share experiences and to educate each other. They join online communities or social networking sites, with a view to generate content. Drawing on theories of social support and social media perspective, this research discusses the opportunities that social media provides to enhance the quality of e-learning in the tourism industry. The results revealed from content analysis answer how social media can be used as an educational development strategy. They are also a source for online social support. The discussions, limitations and implementations are discussed in the end of the paper.

Database Taylor & Francis